Though the sources do not have exact knowledge about the methods and procedures employed yet it is presumed that certain cadres are being established to represent the Soviet interests more effectively.

According to the " Welt " , children are to stay in the Soviet - Union for five to 10 years.Most of them are sent without the knowledge of their parents. Many of them are picked up from the villages destroyed by the Cummunist forces .

The newspaper said for Soviet orientation, people from other strata of society are also invited to visit the Soviet Union from time to time from Democratic People's Party of Afghanistan and their to-date number was 15965 persons.

FINANCIAL SUPPORT AND EDUCATIONAL BACKROUND OF PROFESSORS AND ACADEMIC SITUATION OF KABUL UNIVERSITY :

Most of the faculties at Kabul University had four year study programme and after graduation the students were awarded B.Sc. or B.A. diplomas.But at the faculties of medicine and polytechnic the study programme was more than four years. Also some departments of the faculty of literature like the departments of Pashto and Persian languages had special curriculum for M.A. degree.Kabul University was being supported financially and academically by the western countries.For example the big and well-equipped building of the central dormitory of Kabul University, the building of the faculties of agriculture and engineering were planned and build by the U.S. Government. The faculties of agriculture engineering, education and to some extent, the faculty of literature had contact with the universities in the U.S.A. . At the faculties of agriculture and engineering all the text-books , education materials and the laboratory equipment were supplied by the U.S. Government. Lecturing and laboratory work was being done by the American and Afghan professors and teachers in English.In the same way the education materials and equipment of the faculties of science and economics were supplied by West Germany, and lectures were being conducted by Afghan instructors and West German advisors.The French Government was supporting the faculties of medicine and pharmacy.The faculty of polytechnic was run by the Soviet Union.

There were no private factories where they could find employment.Also the economic structure and the infra-structure of the country was bad and it was difficult for well-educated people to support their life on private basis.The knowledge of the graduates of Kabul university was based mainly on theoretical study and their general and practical knowledge was limited. Some teachers of the faculty of theology were educated in Egypt and some were educated in Afghanistan .

The salary of a university teacher was higher than most other government officials because they possessed two ranks governmental and academic.The teachers had complete academic freedom and no power or authority of the government could interfer in their activities. The teachers were being brought to the university by the government busses at 8 am. and were taken back home when the work was finished.Also they were provided with transportation facilities to go home for lunch.

There was an unique education system in all primary,secondary and religious schools and the studying programmes and text-books were the same in all provinces.There were not private schools in Afghanistan.There were only some private English language and natural science courses in Kabul but these courses had no affiliation with the government.In addition to these courses there were the " Goethe " Institute,the American Centre,the Brithish Council and the French language courses in Kabul.

ADMISSION TO THE UNIVERSITIES AND EMPLOYMENT OF T RADUATES :

After passing admission tests the top graduates of the12th grade were admitted to universities.The rest of the 12th grade graduates were working as literate farmers, shopkeepers, teachers in primary schools and some were unemployed.Students who were graduating from vocational schools, like teachers training institutes, schools for nurses and technical schools were being employed in their own professional fields.University graduates wer king in their related ministries. Poor graduates were not b accepted even as simple officials or clerks in these ministries. Mostly these poor people were being employed by the ministry of education as teachers and were from the countryside. The police academy which was being supported by the West German experts was accepting those students who were giving a lot of money as a bribery to the president of the academy.So in this way the most important posts of the government such as,security , justice, traffic, administration and politics were under the control of bribers and bureaucrats.

ESTABLISHMENT OF PARTIES :

This kind of social injustice was existing in Afghanistan when democracy was announced by king Zaher Shah in 1965 .The educated men were expecting to attain social justice through this democracy . But the democracy of 1965 was never implemented.It was only formality.One new thing which developed from this democracy was the establishment of the political parties (The people of Afghanistan had no history of political parties.) When the so-called constitutional law was announced in 1965 the first established parties were Khalq, Parcham, Afghan-Milat, Shula-I-Javid, Musawat and Sadai Awam . The party of JAWANAN-I-MUSOLMAN (The Muslim Youth Organization) was established in 1969 .

Because of the absence of social justice, political groups were able to attract the teachers and students to their parties. One of these parties was the Khalq party led by Noor Mohammad Taraki.Later on, this party was divided into two factions of Khalq and Pharcham , both were receiving directions and support from Moscow.

EDUCATION POLICY OF RUSSIANS IN AFGHANISTAN :

The Russian-backed parties of Khalq and Parcham who had a small number of students as associate members (under 1 %) were trying to create different problems for the government by disturbing the normal situation of the government, the schools and the university.They were demonstrating frequently and demanding the replacement of teachers, a president , a minister and so on. In this way the situation of the country was destablized .The education system was abruptly changed in quality and quantity and partially destroyed.Meanwile, the motto of having shelter food,clothes, social justice, peace and human love and respect was being heard frequently through the mouth of the K.G.B propagandists .

PART THREE

THE EDUCATION OF THE AFGHAN REFUGEES

About four million Afghan Refugees have been settled in Pakistan.The majority of them are living in camps and very few families are living in cities.A great number of the refugees camps have been set up in NWFP and Baluchistan.Living at the camps is very hard, especially for the new refugees. The tents villages of the refugees who have taken refuge, already have been changed into the houses of mud and wood.In camps most of the people are facing the shortage of water and there is not enough water for them.

The lanes and houses have been made irregularly .The lanes are very narrow and dirty.The waste and rubish materials are thrown into the lanes and are lying in heaps.There existed no playgrounds for the children.They are playing just in the lanes. Most of the children are sitting in the narrow streets and are quarreling with each other. The education of these bewildering children is as follows :

1- The schools which have been established by the Commissionariat for Afghan Refugees.These schools are sponsored by UNHCR.

2- The schools which have been set up by the Afghan seven sistance parties.

3- The schools which are supported by the Arabian countries.

4- The schools which have been established and are supported by the European countries.

Here I would like to discuss about the schools running by the 7-resistance parties.Totally, about (   ) primary and secondary schools have been established by the resistance parties. In these schools about (   ) students are engaged in learning. The number of teachers teaching in these schools amounts to (   ) .

The education for the refugees started in 1980 .Since at the beginning the refugees looked at the name of school with hatred it was called Madrasa.In addition, some madrasas were named with the names of martyres and well-known religious personalities.The age of the children from the first grade to the 6th is suitable and correct but the age of the students in 12 grade is very higher, that is to say that most of them have the age of more than 20 years.And the possibilities to establish

new high schools (lycees) is very less.Because the new refugees who come from the countryside have not attended the schools and madrasas for eight years.Secondly, much attention was not paid to the establishment of secondary and high schools at the camps between 1980 and1983 . At the present, all primary schools are full of students.The primary schools should be promoted to secondary schools .At the time being,there exist about( ) lycees of the refugees.But the chance for higher education is very little.

The academic level of the teachers at camps is very lower . Even some of them do not know the four simple mathematical processes (Addition, Subtraction,Multiplication and Division). Moreover, the teachers do not have one united curriculum.They use different curriculums in the schools for the refugees.The number of students is being changed every month.The students do not have enough text-books and teaching materials.The refugees whose economic position is a little good send their children to public and government schools in Pakistan.A number of students go to Madrasas and mosques to receive religious knowledge.

The salary of the teachers in the refugees' schools is very lower.They get 600 rupees as monthly salary(The statistics of the parties must be seen.) . The teachers are facing a lot of economic problems as the prices of the commodities and foodstuff have gone up.

The Commisionariat has no regular programme after grade 8.

At the end,I must say that who will run the future free Afghanistan;the graduates of the schools established by the parties, the graduates of the schools run by the Commissionariat and Arabian countries or those who are graduates from the universities of the Western and Eastern countries.We will leave it for the future that what will happen.

The following proposals will make the quantity and quality of education better if it is implemented. They are as follows:

1- The students should be provided with enough textbooks and teaching equipment.

2- At least, two year courses should be set up for the training of the teachers.

3- Possibilities of higher studies(University) must be prepared for the graduates of High Schools (lycees) .

4- All the resistance parties, Commissionariat for Afghan Refugees, Afghanistan Education Committee(AEC),the Afghanistan Education Centre of the Alliance and other Arabian and volunteer organizations must form one joint Committee for making one united curriculum for the Afghan people inside or outside the country.The Western and the Arabian countries should undertake the responsibility of economy.

5- The staff of the curriculum must be , at least, 80 % Afghans.

6- The chairperson of the curriculum should be one experienced and good Muslim Afghan.

7- The staff of the curriculum committee must be picked out by a mission after giving an examination.

الجهاد بالقلم اعظم درجه بالسيف

To do jehad with pen has more reward than that with sword.

Written by : Prof.Batinshah Safi

Translated by : R.M.Fidai
Afghanistan Education Committee
Peshawar
October 30 , 1987

Index

1

Following is the number of teachers, students etc. of the different Parties and voluntary - organizations:

1.Hezbe Islami(Hekmatyar):
Number of the students: 39111 .
Number of the Teachers = 193.
Primary schools= 193.
Secondary school = 8.
Middle schools= 12.
Teachers = 904 .
....

2. Jamiate-Islami Afganistan :
Students = 35000.
Primary schools= 353.
secodary schools = 23.
Relegious Madrasa = 37.
Darull-heffaze(memorization of Holy-Quran) = 30 .
Teachers: = 350.

.... ______________________

3. Hezbi-Islami (MOLAVI Khales).
Number of students = 8700.
Teachers = 516;
Primary schools = 95
Secondary schools = 3.
Teachers of Darull-Heffaz = 50.

....____________________________________

4.Jabh-e-Nejate-Milli
Number of the students = about 3640.
Teachers = 398 .
Middle schools: = 7.
Secondary schools = 5.

5. Mahaz-e_-Milli- Islami.
Number of students = 35000.
Teachers = 1100.
Secondary schools = 17.
Middle schools = 6
Darul- Ulum = 6.
Primary schools = 150 (12 Girls schools).

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6. Itehad - e- Mujahidden-Islami :

7. Harakat-e- Inqlab- Islami :

8. Afghanistan education comittee(branch of swedish Committee for Afg.) is working in Afghanistan.
Students= 28220, in 22 different provinces .
Teachers = 854 .
Schools = 210.

9. Alliance education center has given 600 schools to the six parties .

---

10. Muslim Aid .
Schools: = 55.

Teachers = 250, Students= 10000.

Muslim AID is workin also inside Afghanistan.

11. Islamic Relief Agency ISRA) :

The subjects being taught in Madrasas were Qaida Bughdadi (The Arabic Alphabets) the Holy Quraan, Tafsir(Interpretation of the Holy Quraan), Hadith(The sayings of the holy Prophet),Serf (Arabic grammer), Nahwa(Syntax) , Fiqa(Theology) , principles, hand-writing and so forth.But these scholars were opposed to some unreasonable theories in science and philosophy.And only Qaidah-Bughdadi, the Holy Quraan , Tafsir, Hadith, Faqa, Arabic grammer ideology and etc. were chosen the important teaching subjects. In this period also distinguished religious scholars were brought up . Between the 13th and 14th century one religious Madrasa by the name of Diwband was set up in India.This Madrasa put comprehensive effect on religious education in Afghanistan. Although Islam was spread to India by Afghans but with establishing of this madrasa,Diwband became great centre of religious learning.Many religious scholars from Afghanistan went to Diwband and learned knowledge there.The subjects being taught in Diwband Madrasa were laws, rhetoric, Fiqa, Arabic grammer, Medicines, astronomy, geometry, Hadith and Tafsir and the teaching of rational science and intellectualism was prevented.Diwband Madrasa was very advanced and became very popular among the muslim countries and therefore, it also attracted the attention of Afghan religious students and many of them went to Diwband to receive higher education.

THE TEACHING SYSTEM IN THE AFGHAN RELIGIOUS MADRASAS :

In large Madrasas great scholars were teaching Tafsir, Hadith, Faqa, Arabic grammer, principles, logic, ideology and Greek medicines.The religious scholars were teaching Arabic to the students through word by word translation in Pashto and Dari .But they did not show interest in hand-writing.They were teaching one by one that is to say that one scholar was teaching as much lesson to a student as he could learn .Then he started to teach to another.There was no classification at the Madrasa neither was seminar or discussion among the students for better understanding. The debate and discussion was very difficult among the religious teachers. Whenever there was a debate about a matter the religious scholars were coming together .All the people were sitting around them in order to settle the matter.Every Mullah or Mawlavi was using different references for proving his statement.The references were the books of Fiqa, Hadith, Tafsir and other religious books . At the end one was convinced .There was a little number of religious scholars who could understand writing.Some scholars were learning some limited letters such as deed of sale, contract letters and letters of greetings.Moreover, they could understand some Dari books of prose like Panjkitab, Tuhfatul Nasayih, Gulistan , Bustan and Zilaikha and so on . The one who knew these Dari books was called Nazim.The rich were sending their children to a Nazim . After learning they were engaged in civilian and governmental affairs. The responsibility of a religious scholar was :
To lead congregation prayers,
Teaching theology and rules of prayer to the people,
Describing the social, political and economic views of Islam to the people,
To announce and write the marriage contract ,
And to take part in the funeral of a dead person.

The religious scholars did not have any salary.But they were receiving Usher(The Tenth) during harvest and givings from the rich. Also they were given some money when one was dead as alms by the heirs of the dead.The people were providing the religious scholars with food in turn. The religious students were collecting dry bread from the homes of the people.So this was their life procedure. But after 1978 the life dimension of religious scholars was changed as they took refuge to Pakistan and were engaged in offices.

The religious scholars were divided into Mullah, Mawlavi and Ahli Tasawuf(Followers of mysticism) .Mullah was the one who knew a little, Mawlavi was who knew the major religious subjects. Ahli Tasawuf is the one who seeks the purification of soul through the calmness of heart and mysticism. The followers of Sufism are four factions :

1- QADERYA :
It is certain rites and cermonies of sufiyan(Sufis) who recite Allah and shake hands with each other when they are praising Allah. And they consider it Sunnah.But to shake hands with alien woman is forbidden.They can do it indirectly through a wooden stick or behind a curtain.The founder of Qaderya is Mawlavi Najmuddin of Hadda.The way of Qaderya is traced back to Abdul Qader Gailani of Bughdad. It has nine lessons.

2- NAQSHBANDIYA :
Shah Naqshbandi Bukhari was the founder of Naqshbandiya.His original name was Bahauddin Bala-Gerdan whose shrine was in Mazar-i-Sharif but the communist government destroyed it. Kajuri Mullah Sahib, Sufi Sahib Alem Gul of Hisarak the Mujaddidis of Bootkhak, Miya Gul Jan Agha of Tagab, Mullah Khair Mohammed of Chaknawer and so on were the Murids(diciples) of this way.They recite and praise Allah secretely in the heart and do not talk with any one during recitation.

3- CHUSTIYA :
Shah Ajmir Qalander is the founder of Chustiya. Chustiya is certain rites and cermonies of recitation of ALLAH in which the devotees make circle and recite ALLAH loudly .And sometime they recite ALLAH with music.

4- SHERWARDIYA :
It is certain rites and cermonies that the devotees are conceiving and thinking in the creatures of ALLAH.

PART II

SECULAR EDUCATION IN AFGHANISTAN BEFORE 1978

1- HISTORY OF SECULAR EDUCATION :

About 14 centuries ago every family in Afghanistan had been sending its children to mosques in the morning in order to receive Islamic knowledge and learning.In addition, the rich families were sending privately their children to a clerk or someone literate in the village.These children were learning reading, writing and simple mathematical processes based on Arabic rules.In the last 117 years, the quality and quantity of the education system has been changed in Afghanistan .With the establishing of Habibia school in Kabul during the reign of king Habibullah Khan(1904) secular education was introduced into Afghanistan.During this time the inhabitants of Kabul city were used to electricity, telephone, paved roads and vehicles.And one military hospital was also established in Kabul.

During the rule of king Ammanullah Khan in 1927 a ministry of education was established.Primary education was made compulsory for boys and girls. In 1919 and 1928 a number of boys and girls were sent to foreign countries; literacy courses were opened for grown-ups and even king Ammanullah himself was a teacher in one of these courses.High schools for girls were established; the first constitution was announced by the government.Emancipation for women was announced and different ministries were established. Hospitals were built for women and men; factories of matches and sugar were set up .Kabul city and Darulaman were connected with a railway. When in 1928 king Ammanullah decided to send 15 women to Turkey and 300 students to Europe, the people of Shinwar in Nangarhar province revolted against him and wanted to stop the busses which were carrying these women outside the country.When the people came to the main road , the busses had already left.This made the people and Mullahs of Shinwar more furious and they called king Ammanullah an atheist.The opposition of the people was so strong that Ammanullah Khan was finally forced to leave the counrty and went to Italy in 1929 .

During king Nader Khan(1929-1933) a faculty of medicines was set up in Kabul.At last, during king Zaher Shah (1933-1973) and Daud the Kabul university was completed and it had the faculties of medicines, science, pharmacy, agriculture, engineering literature, veterinary, economics, law, theology and education. In 1969 the faculty of polytechnic was also set up by Russians in Kabul. Besides these faculties there were an police academy and army university in Kabul.In Nangarhar province one medical faculty was also established.During Taraki's time Nangarhar university had the faculties of agriculture, education and engineering in addition to the faculty of medicines.

During the domination of Amin one more faculty of social science was built at Kabul university in order to train only the students from the Khalq and Parcham parties so that to be employed in the most important posts of the government.Later on, one another faculty of geo-science was established at Kabul university. During Zaher Shah and Daud's time there were more than 4000 different primary and secondary schools and lycees for male and female students.Vocational schools like Kabul school for mechanics schools for male and female nurses, Mazar-i-Sharif technical - school (Some teachers in this school were Russians and some were Afghans), Khost school for mechanics(Supported by W. Germany),Nijat high-school established in Kabul in 1924(Supported by W . Germany),Istiqlal-lycee established in 1922 , public health school, clerical training school, women's school(Women organization), about 26 different teachers training institutes and literacy courses were also set - up for illiterate grown-ups. The total capacity of all these schools was about 800,000 students and about 23,000 teachers were teaching in these schools. Moreover, many language centres were set up in Kabul city ; such as , American Centre, British-Council, Goethe Institute, Private English Language,natural science courses and French language courses.

In Afghanistan primary schools were compulsory.And primary middle, secondary and higher education was free. For students from countryside and from rural areas dormitories were build in Kabul and some other provinces.The .The transportation cost for the students was paid by the government.

In 1978 there existed the following schools for male students in Afghanistan :

High Schools(Lycees)	:	163
Middle schools	:	350
Primary Schools	:	1154
Village Schools	:	1451
Teachers Training Schools	:	26
Technical Schools	:	17

In short, we can say that prior to 1978 about 4:5 % Afghans were literate out of which about 85% were males and 15 % females.

Asma Rasmia is a leading example of the first women's school in Afghanistan.Born in Damascus in 1877, she married Mahmud Tarzi in 1882 at the age of 15 .She was not formally educated but she had the courage to take on her duties as first principal of a girls' school in 1921 and in the same time first editor of a women magazine Irshadul Niswan (Guidelines for women) in 1924.

In the year 1921,Ammanullah signed a treaty of friendship with Russians.Both sides agreed that besides having cultural relations, the Russians will give freedom to Bukhara.It was further stated in the agreement that Russians should leave Panjdah and give it back to Afghanistan.After this time the education of girls started in Afghanistan .The number of students and teachers in the schools for girls is given as follows :

A- STATISTICS OF WOMEN IN AFGHANISTAN:

	1972-1973	1973-1974	1974-1975	1975-1976
Total Population	15924000	15924000	16290000	16665000
Total Number of women	7441000	7620000	7803000	7999000
Females of Workable Age	3892000	3985000	4080000	4183000
Women Engaged in Work	1220000	1220000	1259000	1298000

B- GIRLS SCHOOLS AND WOMEN TEACHERS :

	SCHOOLS			TEACHERS		
	1973-1974	1974	1975	1973-1974	1974	1975
Village	229	229	227	87	82	185
Primary	174	181	191	2897	3238	3426
Middle	51	52	51	644	773	4067
High School	30	30	30	365	513	427
Vocational	1	1	1	40	61	57
TOTAL :	485	493	500	4033	4677	4562

In 1975 there existed 500 primary and secondary schools for girls in which 4562 female teachers were engaged in teaching.

C- GIRL STUDENTS AND GRADUATES :

	STUDENTS			GRADUATES		
	1973	1974	1975	1973	1974	1975
Village	16027	16752	16902	0	0	0
Primary	73304	78341	85553	5186	5705	7369
Middle	13044	14202	11272	7054	2259	3484
High School	6020	6114	4539	1107	1218	1578
Vocation	733	1222	1586	242	110	416
TOTAL :	109128	116632	119836	8589	9292	12847

In 1975,119856 girls were engaged in learning in the primary and secondary schools.And 12847 students were the graduates of the12th grade.

D- COLLEGE STUDENTS AND GRADUATES :

	STUDENTS			GRADUATES		
Name of College	1973	1974	1975	1973	1974	1975
Medicine	68	75	75	12	14	10
Law	33	35	43	3	6	10
Sciences	128	169	157	17	44	34
Letters and Humanities	165	171	271	30	59	62
Theology	57	40	58	48	3	3
Engineering	12	24	27	0	2	5
Agriculture	3	4	5	0	1	0
Economics	24	31	47	3	2	7
Pharmacy	18	27	25	2	2	3
Education	167	0	0	25	27	0
Medical College Nangarhar	10	6	7	0	0	0
Polytechnical Institute	41	20	54	0	1	0
Teachers' Training College	1020	882	935	242	134	498
Industrial Management Institute	31	56	49	1	14	15
TOTAL :	1792	1545	1760	384	309	649

In the year 1975, 1792 girls were studying in the above-mentioned faculties and 649 girsl graduated in the same year.

Due to continuous bombardments and heavy rocket fire schools have been demolished in the countryside on an enormous scale. In 1983 Shah Mohammed Dost,the foreign minister of the puppet Kabul regime stated in the United Nations that 50 % of the schools in Afghanistan were destroyed.

In 1978 there existed the following schools in Afghanistan as we mentioned before:

High Schools (Lycees)	:	163
Middle Schools	:	350
Primary Schools	:	1154
Village Schools	:	1451
Teachers' Training Schools	:	26
Technical Schools	:	17

But in 1984 , the following decline occured :

High Schools(Lycees)	:	44
Middle Schools	:	78
Primary Schools	:	210
Village Schools	:	zero
Teachers' Training Schools	:	6
Technical Schools	:	8

In percentage, the following decline occured :

High Schools (Lycees)	:	73 %
Middle Schools	:	78 %
Primary Schools	:	82 %
Village Schools	:	100%
Teachers' Training Schools	:	65 %
Technical Schools	:	69 %

Therefore, an average of 78 % of all training institutions in Afghanistan today has been destroyed.

Whenever there was progress and development in the modern educational activities in Afghanistan it was stopped and disturbed by foreign attacks.In the year 1969, 1/3 of the teachers were graduates of the 12th grade.In 1955 , Kharushov and Bulganin make tour to Afghanistan . And Afghanistan became the leading point of Russians' aids in Asia.As it was during the cold war that the Third World countries had to connect with USA or Russia. Otherwise, they would not be supported.

EDUCATION IN THE LIBERATED AREAS :

The whole countryside is out of the control of the government and is dominated by MUJAHIDEEN.The Mujahideen have established big centres and strongholds in the liberated areas.At night the Mujahideen are staging big offensives on the cities from the strongholds. About 80 % of the land is under the control and domination of Mujahideen.We said before that in these territories all the academic centres and institutions have been closed down and the buildings of academic institutions have been destroyed by heavy and indiscriminate attacks and bombardments.

When the war stage in Afghanistan enters its 7th year the Mujahideen and the people inside paid their attention towards education and have felt a great need and importance for the education of their children.Therefore, Mujahideen and the people who have not taken refuge yet began to set up again some primary schools in the mountainous areas.But Mujahideen and the civilians have a lot of economic problems.They could not afford the expenses of teaching equipment and salary for the teachers.In Peshawar the parties are also not able to take care of some expenses.

The only committees which have taken great part in the development and promotion of educational activities inside Afghanistan are the "Afghanistan Education Committee"(AEC) which has been working for 4 years,the "Muslim AId"which has been working for 2 years and the "Afghanistan Education Centre of the Alliance"which started education activities a few months ago.

About the education activities of Russians and their puppet communist regime in Afghanistan just we would like to quote the article published in " THE MUSLIM " daily newspaper on the 4th of Oct.,1986 . And this will be enough for the good information of the people of the world that what education activities are being done by Russians in Afghanistan:

AFGHANS BEING SENT TO USSR FOR INDOCTRINATION

BONN ,Oct. 4 : More and more Afghan nationals were being sent to the Soviet Union and Eatern bloc countries for indoctrination purposes, the German daily newspaper " Die Welt " reported.

According to the newspaper, 46772 Afghans were sent to the Soviet-Union and 6174 to East Germany, Bulgaria and Cuba between July 1980 and December 1984 .These figures were released to the " Welt " by the Afghan resistance sources who base their information on the quarters close to the Karmal government in Kabul.

During the last debate in Bonn's Federal Parliament, West German Deputy Foreign Minister, Juergen Moellemann , had raised this issue to discuss the international implication involved.He pointed out that during autumn 1984 more than 10000 Afghan children were despatched to the Soviet-Union for indoctrination purposes . (cont. on page 10)

E D U C A T I O N   F O R   A F G H A N   C H I L D R E N

1- RELIGIOUS EDUCATION

2- MODERN EDUCATION

3- EDUCATION OF THE AFGHAN CHILDREN IN PAKISTAN

Written By :
Prof. Batinshah Safi

Translated By:
R.M.Fidai

Date: Oct. 30,1987
Afghanistan Education Committee
Peshawar

IN THE NAME OF ALLAH THE MOST MERCIFUL AND COMPASSIONATE

I - RELIGIOUS EDUCATION IN AFGHANISTAN:

Russians have launched two wars in Afghanistan: armed war and ideological one.The armed struggle is going on in Afghanistan in full swing and the people all over the world are well-informed of the Afghan JIHAD.But the people of the world have very little information about the education of Afghans about which we will talk as follows :

The supporters of Marxism formed one party in Afghanistan which lately was divided into two factions of Khalq (people) and Parcham (flag) . A very limited number of people were the associate members of Khalq party who were mostly the graduates of Kabul university and high schools. A great number of people affiliated with the Khalq party were Pashto speakers from Paktia Paktika, Ningarhar, Kunner and Laghman provinces. The people in Parcham party were mostly Dari speakers whose education level was the same as of those in Khalq party.The economic position of the people affiliated with Parcham was good and a great number of them were residents of Kabul.

The majority of Afghans that is to say about 90 % had rural life who had different cultures and traditions. They were also ignorant of Marxist ideology and were busy in farming, animal-husbandry,handicrafts and other professions. The only factor which kept the Afghan people united was Islam. Another category was those people who had received education in the European countries. The majority of them were not interested in Marxism. Although they were highly educated but were not aware of the culture of their homeland. Neither they were prepared the way of westernised life nor they were ready to conform to the Afghan conditions.completely. It is to be mentioned that the modern education was very new in Afghanistan. About 14 centuries ago Afghans embraced and accepted Islam and had great centres of religious learning in Herat, Ghazni, Kabul and so on.These centres were called Madrasas . Many of the Madrasas were set up in mosques or some other separate places.Religious teachers were being educated in these Madrasas.The Afghans had been sending their children to these religious Madrasas.Hundreds of years ago students were being educated in Madrasas.As the result, of this Islamic education great scholars were found in Afghanistan such as Al-Biruni, Ibn-i- Seena, Imam Abu Hanifa and Abdullah Ansari of Herat.And these scholars did good writings in Medicines, philosophy, astronomy and mathematics.